

**Iowa Teacher Development Academies  
Second Chance Reading (SCR)  
2009-2010 Regional Training Information**

**1. Learn about Second Chance Reading.**

The leadership team and school administrators should read the rationale for SCR and watch the video clips that explain the components of SCR and requirements for engaging in the training.

**2. Involve the District and/or Building Leadership Team.**

The district needs a well functioning leadership team that plans professional development, engages in decision making about how to sustain PD, and supports the ongoing day-to-day work of implementing PD initiatives. Some districts have a district level team and PD Leadership teams at each building, smaller districts may have one team that serves at the district level and building level. If no teams are in place, a building leadership team should be established. Established district and building teams should be involved in determining whether SCR is the appropriate initiative to address district and building priorities.

**3. Ensure alignment with the District Career Development Plan.**

Prior to enrolling in an SCR training each district PD leadership team and the building-level PD team should engage in the analysis of student data and review the district plans and building plans for professional development. Careful planning is needed to make sure that SCR aligns well with goals and professional development targets established in the District Career Development Plans and building level plans for PD.

**4. Establish commitment to fully implement SCR.**

A school/district needs to make a decision to fully implement the model as designed. The expectations for full implementation include:

a. All team members will attend each training session. Participating districts must agree to send each participant to every session. The training includes 3 days in the summer, and 4 days during the school year.

b. Participants must implement the program as designed. Second Chance provides a prescribed series of lessons and instructional strategies. In order to ensure that student achievement gains occur, it is necessary to implement the strategies and structures accurately and with fidelity. An implementation schedule is provided during the training.

c. Teachers are expected to submit implementation data on a regular basis to their collaborative team. Twice a year implementation data and sample lesson plans will be submitted to the trainer. Lesson plans are developed as a team activity, and a sample is submitted to the trainer for each comprehension strategy.

d. Only teachers trained in SCR will teach SCR classes.

e. Participants must collect appropriate formative and summative student data. Measures will be explained during the training. Each student will be

assessed using pre/post Stanford Diagnostic Reading Tests and bi-weekly comprehension/fluency informal measure (Jamestown Timed Readings). Teachers are expected to collect, analyze, and use the data following the administration procedures for these specific instruments. Teachers also conduct weekly assessments of vocabulary and keep track of independent reading monitored through book talks.

### **5. Identify a team to attend SCR training and to implement SCR.**

Participating in training as a team and engaging in ongoing collaborative team meetings is an essential aspect of SCR. Participating districts are required to send a team to training (all seven sessions). Teams should include:

- a. A minimum of two teachers who will be responsible for teaching at least 2 sections of SCR. (Small districts may send a middle school teacher and a high school teacher. These teachers must be provided with time to meet together at least once a week for SCR collaboration.)
- b. Either a principal or a central office administrator (e.g., curriculum director) or both. At least one person who has the authority to make decisions about student scheduling, resources, teacher planning time, etc., must be on the team.
- c. Participation by an AEA consultant is preferred, but not required. Each participating school should contact their AEA consultant and the Educational Services Director for their AEA to discuss how the AEA might support this initiative.

When selecting teachers to participate in SCR, make sure each teacher understand the purposes of the program and the nature of the instructional strategies and routines that make SCR effective. Districts should recruit individuals to teach SCR who are:

- motivated to work with adolescents who struggle with reading;
- willing to learn strategies and routines and apply them in the classroom;
- comfortable working with their peers and reflecting on their own instructional practices; and
- willing to observe and learn from others teaching SCR on a regular basis.

Instructional leaders involved should understand that having teachers observe others is critical to effective implementation and the instructional leader should be committed to making this possible.

Licensure is a factor in determining who should become an SCR teacher. Because the Second Chance class will be offered to high school and middle school students, it is necessary to label the class as a reading elective or as a language arts lab. To be the teacher of record of a reading course, the teacher must have a secondary reading endorsement (individuals holding the K-6 reading endorsement can teach reading at the middle school.) or a class B (conditional endorsement). The language arts lab requires a language arts endorsed teacher. If a special education teacher is responsible for the class, he or she needs to have a reading endorsement, a conditional endorsement, or team teach with an

appropriately licensed teacher.

It is NOT appropriate to include teachers who intend to teach selected strategies from the full set of SCR strategies in existing language arts classes or content classes. Other Teacher Development Academies are available to provide training in reading strategies for language arts and content classes.

Examples of typical teams:

Mid-size high school with 6 sections of Second Chance

- 3 language arts/reading teachers (either reading endorsed or working on conditional) – Each teacher is responsible for 2 sections.
- 1 special education teacher (co-teaching in one or more section)
- 1 curriculum director
- 1 principal
- 1 AEA consultant

Small district with 2 sections of SCR in middle school and 2 sections in high school

- 1 high school language arts teacher
- 1 middle school reading teacher
- 1 principal
- 1 AEA consultant
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#### **6. Identify students and estimate sections of SCR classes.**

SCR is a specific class/course. It may be offered as a reading class, an elective, or a language arts lab. It is an effective program for middle school and high school students who are not proficient in reading. Typically, Second Chance at high school is provided for freshman students who stay in the class for a year. If students make adequate gains, they do not take Second Chance again for a second year. If a student is making gains, but is still behind in reading, the student may continue in Second Chance for another year. Students should take Second Chance if they are two or more grade levels behind in reading. If students are unable to decode, Second Chance would not be the most appropriate setting. A typical SCR class is likely to include students with an IEP. Classes have a cooperative learning component, and should not include more than about 20% students with disabilities. Second chance classroom typically include between 15 and 25 students. Classes smaller than 12 are too small to facilitate the cooperative components needed for student engagement. . Multiple grade level classrooms are acceptable.

Each school should determine how many sections of SCR will be needed to serve the population of struggling readers.

#### **7. Begin working on a schedule to provide time for collaborative team meetings.**

Each SCR teacher must be provided with weekly collaborative meeting time to develop lessons, examine student work, and solve problems of implementation.

One hour per week is recommended, a minimum of 45 minutes is required.

### **8. Plan for consultative support.**

AEA participation is not a requirement, but AEA consultants are encouraged to attend the SCR training with the school team. In addition to supporting your team during training, AEA consultation is a great asset to implementation. Discuss the role of the AEA consultant with your AEA. A sample of possible roles include:

- Visiting the SCR classrooms and helping teachers with SCR strategies
- Providing assistance with ongoing implementation
- Attending and supporting collaborative team meetings
- Assisting with data collection and analysis
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If the AEA consultant has already attended SCR training, it is not necessary to participate again.

In most situations, the SCR trainer(s) are also available to help with on-site technical assistance to support the implementation of SCR.

### **9. Plan for administrative support.**

The support of a building administrator and central office personnel is critical to the success of this effort. Principals and central office personnel may play a variety of roles to support teacher as they implement SCR. These supports typically include:

- a. Conducting frequent walk throughs or observations in SCR classrooms
- b. Attending collaborative team meetings
- c. Monitoring meeting agendas and minutes
- d. Participating in discussions regarding student data
- e. Using artifacts to document engagement in professional development (Iowa Teaching Standard #7)
- f. Delivering SCR lessons in a classroom on a periodic basis in order to gain expertise and better understand the dynamics of teaching SCR.
- g. Assisting SCR teachers in devising incentive systems for the students involved in SCR in order to promote, encourage, and sustain a high level of motivation for the students.

### **10. Order materials.**

As soon as a district is informed that they are included in the training, books, materials and assessments should be ordered. Each SCR classroom needs a classroom library of low level/high interest fiction and nonfiction books. Participants will receive a list of suggested titles and information about where to order books. The number of books to be ordered will depend on how many students are in the program, and what is already available in the school. Each school will need to assess their book collection and order books. Each classroom will also need about \$75 worth of supplies (file folders, vocabulary boxes, post-it-notes, etc.).

Stanford Diagnostic Reading Test and Jamestown assessments will also need to be purchased. Ordering information will be sent to you upon acceptance into the

training session.

### **Additional Information**

#### **Meeting Logistics**

Your SCR trainer will send details about the location and times for follow-up sessions. Participants will receive all training materials at the workshop.

#### **Credit**

Three hours of renewal credit or 3 hours of graduate credit will be available for individuals who complete the training and assignments. Drake University will include Second Chance Reading as part of the course work for the secondary reading endorsement (transcript review required).

#### **Informing students and parents**

A sample parent letter will be provided